Undergraduate Medical Education (UGME) Program Leadership Position
Chair, Student Progress

The MD program is seeking a faculty educator to serve as Chair of Student Progress. Reporting to the Associate dean, the Chair of Student Progress is responsible for the oversight, implementation, and quality improvement of student progress processes in the MD Program. This includes a focus of progress processes on transparency, equity and alignment with program and University policies.

The Chair oversees progress in 3 ways:
1) Providing structure, support and committee based oversight for assessors in identifying, communicating and addressing provisional satisfactory assessments, prioritizing learner agency, transparency, equity and asynchronous workflows.
2) Organizing and overseeing committee based processes for recurrent provisional assessment or unsatisfactory assessment
3) Implementing progress intervals or 'checkpoints' to ensure committee decision making around progress and completion of the program

The Chair collaborates around evaluating the system for student progress.

The expected time commitment is approximately 1 day per week throughout the year with an appropriate stipend. This leadership role is attributed 400 hours of indirect academic contribution per year. The appointment is for a three-year term, renewable. Interested applicants should review the complete job description, and apply by September 15th 2023 c/o Suri Wang (ugmeops@mcmaster.ca). Interviews for the position will be held at the end of day on October 11th.

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The Chair of Student Progress is responsible for the oversight, implementation, and quality improvement of student progress processes in the MD Program. This includes a focus of progress processes on transparency, equity and alignment with program and University policies.

The ideal candidate will have a strong interest and experience in medical education, and more specifically, in the development, implementation, and improvement of student progress processes. This includes a strong understanding of issues related to student assessment in medical education; issues affecting student progress; and, the application of policies with respect to student progress, remediation, and discipline, including human rights and due process concerns. The role is a highly collaborative one requiring the fostering of complex relationships with multiple stakeholders under complex and often emotional circumstances.

The MD Program of the Michael G. DeGroote School of Medicine is a fully distributed medical education program that uses problem-based and self-directed learning approaches. Familiarity with these pedagogical approaches is also an asset.

Major Responsibilities:

1. Ensure that activities and outcomes align with and advance the missions of McMaster University, the Faculty of Health Sciences, and the MD Program.

2. Advance the core principles of the UGME Program: Distributed medical education (DME); social accountability; problem-based, small group, and other student engaged learning methods; self-directed learning, including self- and peer-evaluation; lifelong learning, including use of evidence-informed practice; and a commitment to innovation.

3. Foster and maintain collaborations and relationships with relevant stakeholders that are essential to advancing the role, including, relevant leaders within the University including legal counsel, Equity & Inclusion Office, and Student Accessibility Services; the MD Program including the Chairs of Professionalism,

Student Assessment, Curriculum, Student Affairs, and Director of Student Advising;

4. Consistent with MD Program principles, policy, and practice, develop, implement, and improve systems related to student progress throughout the program, including those related to:
    a. Low stakes progress processes or decisions for students with satisfactory levels of achievement;
    b. Medium stakes progress processes or decisions for students with provisional satisfactory levels of achievement; and,
    c. High stakes progress processes or decisions for students with unsatisfactory levels of achievement.

5. Collaborate with the Chair of Professionalism to Integrate MD processes related to professionalism to facilitate student development prior to progress processes or decisions, consistent with the program and University policies

6. Collaborate with Curricular Chairs and Learning Directors and students to develop learning and remediation plans to inform progress processes and decisions

7. Collaborate with Learning Directors to regularly review student progress through progress checkpoints to facilitate the: (a) identification and support of students at risk of not meeting the achievement criteria of the MD Program; and (b) remediation of medical students who have not met the achievement criteria.

8. Chair the Student Progress Committee (SPC), including:
    a. Ensuring the policies and practices of McMaster University, the Faculty of Health Sciences, and the MD Program are known to the committee members and are adhered to throughout the student progress adjudication process;
    b. Ensuring that the committee members are appropriately aware of relevant law and human rights issues, guidelines, and recent decisions that may affect the practices and outcomes of the SPC;
    c. Developing and implementing best practices with respect to SPC practice;
    d. Working with the Chair of Student Assessment to ensure that best practices for the SPC are reflected in current MD Program policies; and,

e. Working with the Chair of Student Assessment to ensure that faculty and students are aware of the SPC process where applicable.

9. The Chair of the Student Progress Committee will:
   a. Convene regular meetings of the SPC to enable timely adjudication of student progress issues referred to the Committee;
   b. Ensure quorum to appropriately adjudicate committee business;
   c. Ensure that the members of the SPC are aware of and adhere to committee practices and protocols, including awareness of relevant policies and law as outlined above;
   d. Ensure adequate coordination with relevant stakeholders to the SPC process, including students, Student Advisors, Student Affairs Directors, members and administrators of the SPC;
   e. Oversee the committee process of adjudicating referred student progress issues, including determination of findings that are grounded in policy and law;
   f. Establish the scope of proceedings and documentation to minimize intrusiveness, maximize confidentiality and avoid undue bias
   g. Ensure advance communication to learners and their supports around the process and policies
   h. Ensure documentation of decision process, components and rationale in adherence with policy and law
   i. Work with relevant MD Program leaders and other appropriate faculty and staff to implement findings, including remediation programming;
   j. Through the Chair of Student Assessment, make referrals to the Physician Health Program and/or other appropriate providers of Independent Medical Evaluations when necessary; and,
   k. Reconvene the SPC to further adjudicate more complex and enduring student progress cases as necessary

10. The Student Progress will be aware of relevant policies, law, and other documentation in addition to that outlined above, including:
    a. The learning objectives and graduating competencies established by the MD Program;
    b. The principles of learning and assessment of the MD Program;
    c. Best practices, evidence-informed innovations, and current trends in medical and health professions student progress and remediation;

d. Nationally established and assessed learning competencies and performance requirements; and,

e. The normal range of knowledge, skills, attitudes, and behaviours that demonstrate achievement of the learning objectives and performance requirements indicated above, required for the practice of medicine, and expected of a graduating medical student

11. Develop and support a cadre of faculty and staff remediation tutors and resources in support of remediation-based outcomes of the Student Progress Committee and PROGRESS.

12. Where necessary, support the Chair of Student Assessment and the Chair of Student Affairs, and other relevant MD Program leaders, to educate and advise relevant stakeholders regarding student progress policies and practices in the MD Program.

13. Member of the Program Evaluation and Student Assessment (PESA) Committee; and UGME executive.

14. Ensure that MD Program policies and practices related to student progress meet the accreditation standards of the Committee on Accreditation of Canadian Medical Schools (CACMS). Participate in accreditation-related activities as required.

15. Participate in quality improvement activities within the UGME Program, including collaborating with individuals at other medical schools in Canada in analogous portfolios and working with McMaster's UGME Program Quality Chair and the Chair of Student Assessment to optimize the effectiveness of our student progress policies and practices.

16. Support scholarly activity by adopting evidence-informed, best practices and supporting research activities within student progress.

Appointment: Appointed by the Associate Dean, UGME on the authority of the UGME Executive Committee.

Eligibility: The successful applicant must have a current faculty appointment with

McMaster University; or must be in the process of securing a faculty appointment; or must be assured a faculty appointment before beginning her/his first term[1]. The applicant must be in good standing with her/his academic and/or clinical associations (e.g. universities; hospitals or other clinical settings; and health regulators), both past and present.

Time Commitment & Stipend: The expected time commitment is approximately 1 day per week throughout the year with an appropriate stipend. This leadership role is attributed 400 hours of indirect academic contribution per year.

Term: The appointment is for a three-year term and is renewable following review by the Associate Dean, UGME on the authority of the UGME Program Executive Committee.

Interested applicants for this position should submit a cover letter and CV addressed to Dr. Matt Sibbald, Associate Dean, UGME (matthew.sibbald@medportal.ca) prior to September 15th 2023. The cover letter should outline experience and skills the applicant would bring to the position and the applicant's vision for the position. Applicants are encouraged to speak with UGME Program and other leaders for perspective on the role.

In keeping with McMaster's commitment to employment equity within its community, the Undergraduate Medical Education Program (UGME) encourages all existing faculty members appointed to the Faculty of Health Sciences, including women, persons with disabilities, First Nations, Métis and Inuit persons, members of racialized communities and LGBTQ-identified persons to apply for this leadership role. Applicants requiring any form of accommodation throughout the selection procedure are asked to contact the UGME program office, c/o Suri Wang (ugmeops@mcmaster.ca).

1 Applicants for this position should hold an academic appointment within the Faculty of Health Sciences or be eligible for a part time academic appointment as outlined here:
http://www.mcmaster.ca/policy/faculty/Appointments/SPS_A4-OtherAppointments-HealthSciences.pdf